



In practical and science departments "the hazards were akin to those of the factory floor"—ROSAP picture.

Schools fall short on safety

The education system is failing to ensure the safety of children in schools, says the latest edition of *Where*, the parents' magazine of the Advisory Centre for Education.

Children are often inadequately protected in schools and poorly cared for when they fall ill or are hurt, claims Mrs. Moira Brenner, a teacher and mother who was prompted to look into illness and accidents in schools when her son broke his arm there.

Though teachers are protected under the 1974 Health and Safety at Work Act, children are not. Responsibility for their safety falls on the Departments of Education and Science, and Health and Social Security, the local area health authority and the school. "Small wonder then if safety standards are not well known and not enforced."

The deaths of two boys in recent years have illustrated the sort of dangers arising out of sporting activities. In practical and science

departments the hazards were akin to those of the factory floor.

The DES advises that eyeshields should be worn in laboratories whenever there is a risk to the eyes, but some schools did not even possess eyeshields. Last April acid exploded in the unprotected faces of two boys and a master in one school, 10 years after a similar explosion had blinded a girl, says Mrs. Brenner.

There are no national statistics on accidents in schools and no guidelines for reporting accidents to local authorities. "It looks as if accident reports are kept more to protect the local authority in the event of prosecution rather than to monitor the safety of children. Perhaps that is why the reports go straight to the legal department."

"Some local authorities are beginning to discourage the reporting of all but the most serious injuries."

Mrs. Brenner wants statistics to be kept to monitor safety records of schools and the effectiveness of safety regulations.

Schools also failed to provide proper care after an accident, three again the DES recommendation that every school should have a teacher with a first aid qualification and every teacher should have a basic knowledge of first aid and first aid.

First aid courses were not compulsory, and often not available, in training colleges. The first aid training of teachers is left to the LEA's discretion. Often there was no sickroom and no guarantee that the first-aid box was adequately equipped. In practice, looking after the sick and injured was left to teachers and secretaries or the PE and science departments who might have to leave classes in hazardous situations to deal with casualties.

Schools should ensure that they have parents' daytime telephone number. They should also have access to information that might be vital in case of accidents, such as a child's sensitivity to certain drugs.

Where, August 1975, ACP, 32 Trumpington Street, Cambridge CB2 1QY.

Thumbs down to probe on sacked head

by Tony Heath

Mr. John Morris, the Secretary of State for Wales, has turned down a request by Mr. Ray Gorman for an independent inquiry into his dismissal as head of Alun Comprehensive School in Mold, North Wales.

The Welsh Office have told Mr. Gorman that a letter that accompanied the dismissal of Mr. Gorman was not an inquiry into his dismissal.

The letter went on to state that it was not the Secretary of State's policy to initiate independent inquiries of the sort requested by Mr. Gorman and he did not propose to vary that policy in this case.

This decision follows an industrial tribunal hearing in June in which Mr. Gorman unsuccessfully appealed against his dismissal.

The full report of the tribunal, a lengthy document of almost 1000 words, has just been released. It says Mr. Gorman's sacking was upheld mainly because "he had adopted policies knowing them to be at variance with county policy in relation to the teaching of the Welsh language and the provision of a Welsh studies course through the medium of English."

It also said that Mr. Gorman's representations "did not have been employed to ensure that the Welsh studies were not taken up."

The tribunal's report records that "the evidence before us indicates only one specific instance of direct pressure on a parent to abandon an option."

Of the Welsh Office's refusal to intervene, Mr. Gorman said this week: "I am very disappointed to see the Secretary of State and the Barry Jones, MP, who advises him on education. The response is purely legalistic and no account has been taken of the grave public concern aroused by the unusual significance of the case."

He said he was almost certain to appeal to the Queen's Bench Division of the High Court against the findings of the industrial tribunal. "The report shows ignorance on the part of the members of the tribunal about the administration and organization of schools. This is understandable, but it is no help to me or to education in Cymru."

"It is essential that where a teacher is appealing against dismissal an expert in the field of education should be a member of the tribunal."

Mr. Gorman said four other Cymru schools as well as Alun Comprehensive had not been offering a Welsh studies option to Welsh language.

Mr. John Howard Davies, Cymru's director of education, said he had not received any complaints on this point from parents about any school other than Alun.

Last Tango in Paros—or how to find fun in the classics

Every three years the combined Greek and Roman societies meet in classical colloquium, at Oxford and Cambridge. This year's annual, at the latter, in weather not the Gold, but not conducive to concentration on difficult seminars after lunch, ended on Saturday, having attracted more than 450 members.

As usual, pessimists said the record attendance was a sign that people expected this year's last congress because of inflation. Nobody seriously believed them.

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The latest report from Windolanda has applied a precise date for the large numbers of soldiers who were being found in the military fort south of Hadrian's Wall.

One of the private letters that has been deciphered asks the recipient to put in the word for the writer with Lucius Marcellus, the most noble consul. He must

be the Lucius Marcellus known from an inscription to have been governor of Britain at the beginning of 103 AD.

This narrows the period for the tablets to between 85 and 103 AD. The tablets themselves are going to continue throwing light on the Roman occupation for years.

Professor Gregory Vlastos discussed Socrates' strange silence on political and social issues, the question that has haunted me for many years. Why no suggestion in the dialogues that Socrates was a political systems might be wrong? His answer is that Socrates was a radical and saint-like moral philosopher, but perverse and short-sighted about politics. It was wrong to harm any slave. But Socrates' narrow, apolitical individualism never looked beyond personal immortality to the institutionalized immortality beyond it.

Mr. Alan Griffiths of University College, London, suggested that Theocritus invented bucolic poetry to escape from the brutal, *Sinno Age heroes* that tradition required poets to celebrate. The anomaly to his theory, which stuck out like a sore thumb, was poem

22, which appeared to be a conventional hymn of praise to the sluggish Discus.

Mr. Griffiths argued that this was a heavily ironic and ambivalent work, which was saying, "Look, this is what you heroes are really like: I will have to agree to it with them, give the gentle heroes instead, Sicilian peasants, the Cyclops, Adonis, and Persephone from her dim meadows desolate."

Which is persuasive if one accepts that Theocritus must have had liberal twentieth-century values in all his attitudes.

The Martin Price of the British Museum proposed a new date for the introduction of the first great temple of Artemis at Ephesus. He brought the date down by 30 to 40 years to the very end of the seventh century BC. The first coin, he suggested, were issued as gifts or bonus payments, not currency.

The liveliest discussion of the week was on the exciting new fragment, apparently of Archilochus, first published on a Cologne papyrus last year. In it Archilochus, the cynical sexual cad, seems to be seducing the younger sister of Neobule, his lost love on

Paros: a heartless and explicit Last Tango in Paros.

Professor Thomas Geller of Beine argued that the fragment is not Archilochus, but a neoclassical rhetorical imitation done as an exercise in the first century. He also interpreted it as being a great deal less sexually explicit than has been supposed.

The British and American specialists were as indignant as children whose Christmas stockings have been confiscated, and assaulted Professor Geller with robust argument about exactly who was doing what to whom in the poem, and how far he was going. An American provided a lively translation in the original metre:

"So much I said, but then I took the girl in among flowers in bloom, and laid her down, protecting her with my soft cloak."

Whichever is it, it is a fine and vivid poem, and it would be a great shame if it was not Archilochus remembering the last time he saw Paros. It would also be an eye-opener and a good introduction to ancient Greek for anybody who supposes that the classics are dull.

Philip Howard

Backlash to sarcasm warning from NFER

Teachers use insults and sarcasm to control pupils more often than a realistic, according to Mr. Peter Woods, a researcher from the Open University. In a book published this week by the National Foundation for Educational Research, Mr. Woods says that these unofficial punishments may be immediately effective but they can rebound on the teacher by breeding resentment and revenge.

Mr. Woods gives away much of the teacher's stock-in-trade of tricks and verbal assaults. These include the explosive outburst directed against one pupil in the hope that the "shock wave" will quell the rest, making a pupil stand out as a class act as the front to prevent disorder among the rest by fear of similar embarrassment, or simple insults like "You're thick lad" or "A child of five could have done this."

Frequently mentioned and resented by pupils was the use of sarcasm. "He called us louts and said we had lice in front of the whole class because we had long hair... just because he had not got none."

Mr. Woods says the sarcasm used "frequently seemed to contain a sneering deprecatory quality, it reflects on a pupil's person and

carries hurtful intent, at least as perceived by the pupil."

A girl said she "never went so red in my life" as when she pushed away a boy who made an obscene gesture at her and the teacher said "Will you two stop fiddling with each other." That this took place in front of her closest friends and was a misinterpretation of what really happened made the girl's sense of injustice even greater, says Mr. Woods.

Then there are the "picked-ons" who may or may not ask for what they get. The rise and fall of a deputy head may hang on whether he can maintain a successful police-man image, says Mr. Woods. "Picked-on" offer themselves up for laughter.

All this could be seen as symptomatic of a teacher's alienation in the face of his dissatisfaction with teaching. "Many teachers are caught in this three-way fix between 'real life', pupils and head teacher, and the pupils, being in the middle with least power, receive the brunt of any sour feelings arising from the teachers' alienation."

Frontiers of Classroom Research, edited by Gabriel Chazan and Sara Diamante, NFER 15.65.

More nurseries for mentally handicapped—plea

There are almost no pre-school services for the mentally handicapped, say the National Society for Mentally Handicapped Children in their evidence to the Warnock Committee on special education.

Local authorities should set up nurseries for handicapped children where assessment and guidance could be given to families. They should be linked with district hospital assessment centres.

One of the parents' main complaints was that only the medical needs were identified and treated during assessment. Little was done to assess the child's education and training. The L.E.A. must provide help once a child is known to have a learning difficulty.

Since the transfer of education of the handicapped from the Health Service to the Department of Education and Science in 1971, child society say conditions, equipment and staff ratios have improved. There is now a shortage of teachers specially trained to work with the mentally handicapped.

The L.E.A. should provide full-time further education for the mentally handicapped over the age of 16. A special adviser in further education should be appointed in each authority to encourage this development.

The Association of Assistant Mistresses want handicapped children to go to ordinary schools as long as they have the equipment and staff to cope, and provided the other children are not held back. In their evidence, the association

Warnock

say the handicapped must be kept in small groups. AAM members have noticed deterioration in confidence when handicapped pupils first join a large school.

Local authorities should appoint handicapped children's officers to coordinate services for the children and their parents and to keep a register on children at risk.

The AAM say categorizing and identifying the major disability should be abandoned since it is time-wasting and irrelevant. Each child should be assessed individually to include all their handicaps.

More teachers should be trained to work with the handicapped. They should be fully qualified for normal schools before being trained for special education, and have had experience teaching in ordinary schools.

Partially sighted children are often classed as difficult or backward because their disability has not been recognized, say the Partially Sighted Society in their evidence.

They have asked the committee to consider partial sight as a specific handicap rather than under the general heading of "visually handicapped". The needs of these children differ from those of the totally blind.

Hundreds 'forced' to take CEE

A Schools Council report on the pilot Certificate of Extended Education examination confirms revelations in the TES (June 6) that hundreds of sixth formers were forced by teachers to take it. Some pupils complained that they had to take the examination in place of O level. Others said it offered no intellectual challenge.

Of the 1,475 pupils who took part in the Schools Council survey half said they were either compelled to take the CEE or were strongly persuaded to do so.

The survey was carried out by the National Foundation for Educational Research, and Dr Derek Duckworth, the author of the report, criticises the way the examination was made compulsory.

"It seems from the responses of the candidates that optional CEE courses can motivate sixth formers at all levels of ability."

The CEE was originally designed for pupils who had obtained grade 2, 3 or 4 in the Certificate of Secondary Education. But the report notes

that 20 per cent of the pupils who took part in the survey were in the second or third year sixth and were taking three or four A levels. Only 10 per cent of the CEE candidates had not taken O levels.

At a press conference earlier this year representatives of the CEE boards, who are running the pilot CEE examination, claimed that a good CEE grade would represent work of the same standard required for a good A level pass. The Schools Council report takes a sideswipe at this.

"The official grading scheme seemed to have been interpreted with severity by the examiners of many of the examining boards, perhaps because of the presence of large numbers of able candidates who could well be atypical in future. It would seem a pity to discourage enthusiastically candidates in this way, especially if it has been done only for the sake of seeking parity with other examinations which have been established to serve quite different purposes."

Last intake at London college

Next month's intake of students at Maria Assumpta College of Education, in Kensington, London, will be the last. The college has been told not to admit any more students after this year.

Mr. Fred Mutley, the Education Secretary, has decided that teacher training at the college should end.

Maria Assumpta, one of the richest college sites in Britain, is in a quiet corner of Kensington Square, just behind the major department stores of Kensington High Street, the property has been valued at £3m, but the depressed state of the property market today will probably reduce that figure.

If the buildings are retained for educational use, the Department of Education might not want the £300,000 they have given in capital grants to be refunded. Talks are taking place to decide the future of the buildings, which are owned by the Congregation of the Assumption, a Roman Catholic Order.

Perpetual motion—from hot water springs

Two Bristol University scientists have patented a device that could be in every child's Boxing Day bath if British toy manufacturers take up their invention.

Professor F. C. Frank and Dr. Ken Ashbee have devised an engine that only needs hot water to keep it going. Bathwater, says Dr. Ashbee, is good enough.

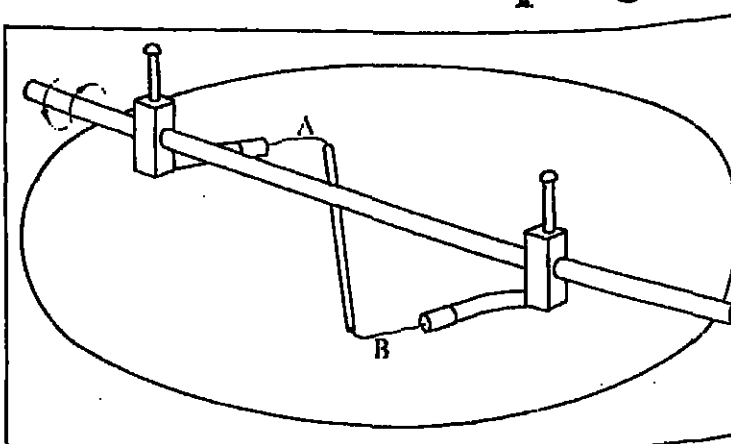
The device is remarkably simple. It uses two bits of wire made from nickel-titanium alloy—nitinol. In a straight line are joined an inch of leaf-spring, an inch of nitinol wire, a three-inch rod, another inch of nitinol wire and another leaf-spring.

The whole assembly is then bent into an S-shape and the springs fixed to an axle. In the laboratory the axle rests on the edges of a dish of hot water.

One nitinol wire dips into the water and changes shape which bends the other wire, displacing the centre of gravity so that the axle rotates and the other wire dips in. It goes on rocking about twice a second.

The engine has clocked up over a million cycles since it was first started in April and will keep on going as long as the water remains hot and the springs do not break.

The British Toy Manufacturers' Federation are looking into the



engine which might be fitted into a plastic bath with oars or propellers turned by the device.

The secret of this seemingly plausible perpetual motion (it is only perpetual if energy is used to keep the water hot) lies in the peculiar property of nitinol. It is given a permanent shape at a high temperature but remains a soft and pliable metal at room temperature. When dips into the hot water it remembers its original shape and returns to it. This is called mechanical memory.

More practical applications have also crossed Dr. Ashbee's mind. "I can see it having some use in the Arab world," he said. Solar energy could be used to provide hot water and the engine could pump from deep wells.

An engineering firm wants to make a pump for gas-fired central heating systems—the hot water in the pipes would need electricity. The engine could generate electricity. The engine in the outfit of power plants. Normally the hot water produced in these stations goes to waste.

Physics in need of a hard sell

by Bob Doe

Young people specialise in physics because the subject has the wrong image, Professor Sir Hermann Bondi, chief scientific adviser to the Ministry of Defence, told the International Conference on Physics Education in Edinburgh last week.

Physics educators needed to do "market research". They had to do more to sell their subject with the help of teachers in schools.

Time and money spent on devising "marvellous new courses" was admirable but irrelevant if the subject did not appeal to young people.

The bankruptcy courts were filled with firms who produced "high products" but who could not sell them to their customers.

Physics could continue without vast amounts of money or grand things but not without infusion of "good young physicists." "The education is quantity almost certainly a reduction in quality."

Professor Bondi warned: "He said that those who did choose physics may have done so for the wrong reasons."

Many people think of physics as a cold, factual, inhuman, impersonal subject, whereas science was the "universal human experience". It was over changing, subject of continuous debate.

Physics should not be taught by rote but through single right answers. "It is something we hide right answers and the research student level."

Physics was in a rut. Courses were failures to groom the next generation of physicists, but only 10 per cent of university physics students could hope to become scientists.

"Why model the education of the 99 per cent on the model of the 1 per cent?"

Physics courses should concentrate on vocational training and on education to produce "usable students with skills in communication and debate. These would cover less of the subject than those who wanted to do research would have to study."

Each of the rate learning of physics "irregular verbs of physics" Professor Bondi called them. "We have to go, instead physics should emulate the classics, leading through the thinking of the scientists, the Einsteins, not to present them with the finished product but to show how by debate, discussion and experiment they came to their conclusions."

The idea was not to make physics a soft option. To attract able students physics had to be attractive because it challenged and was not just attractive and difficult.

Professor Bondi was challenged on his idea that physics sell their subject by Professor Ernest Hamburger from Sao Paulo University, Brazil. How honest a salesman could they be and who would profit from these sales, the major research contractors?

"Students see science as allied to the oppressive forces in society," said Professor Hamburger. Science was too closely associated with the bomb and technological warfare, as in Vietnam. Science and scientists would have to change before students would come back to it.

Professor Lewis Elton, professor of science education at Surrey University, doubted if Professor Bondi's study of great minds would attract many beyond the few already interested in physics. The subject needed to be linked with studies of today's society.

This would attract more girls into physics, said Mrs. Alison Kelly of Edinburgh University Centre for Educational Sociology. Women were underrepresented in physics, they also tended to be employed in lower ranking posts and less prestigious institutions than men.

Only 11 per cent of the 117,000 physics O levels awarded in England and Wales in 1972 went to girls. "If physics is seen as an integral part of general education taught for the intellectual satisfaction and excitement it provides, this should be made available in a way which appeals to girls as well as boys."



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More girls would study physics if it did not appear such a difficult subject. Modern discovery methods might be more suitable for boys than girls because girls tended to be put off by difficulties that boys saw as a challenge, Mrs. Kelly said.

Press reports on students 'distorted'

Students who believe that reporting of their affairs by national newspapers is distorted find support for their views in a booklet published this week by the National Union of Students.

Newspaper proprietors are accused of dictating attitudes to be adopted towards student events to the point of printing lies, and inventing fictitious students who are credited in "interviews" with comments which echo editorial policy.

The booklet, *Press and Prejudice*, was written by Mr. Francis Beckett, the NUS press officer, to explain the "total misrepresentation" of student affairs.

The Queen's visit to Stirling University in 1972 is given as an example.

A protest against the visit of the Queen, says Mr. Beckett, was misreported by every national daily newspaper in a bi-modal, sumptuous way. The protesters were described as "a howling mob of drunken students", "a frightening mob... who swore and chanted obscenities", "foul-mouthed university louts", and "wine-swilling rowdies".

The wine drunk by Mr. Jack Mackie within a few feet of the Queen and featured in pictures on almost every front page, was described as "cheap" by the *Daily Express*, Mr. Beckett asked: "What would the *Express* have said about student grants had the wine been the sort that *Express* editor Mairist Bueret drinks?"

Not the slightest evidence for drunkenness had ever been produced, and Mr. Mackie, who was subsequently thrown out of his lodgings with his wife and three children, and beaten, spat upon and insulted in bars and cafes, was giving the Queen a Gaele toast.

According to the press, says Mr. Beckett, "students at Stirling didn't drink wine, they howled; they didn't drink wine, they swigged it; there wasn't a crowd of them, there was a mob; they didn't sing songs, they chanted them; and don't forget that the wine was cheap."

Another example is quoted in the booklet. Mr. John Randall, former NUS president, said in a speech in January that the *Daily Express* had invented a student who said in an "interview" that he was well off and did not need a grant increase, and before that the newspaper had printed a downright lie stating that the NUS supported the IRA.

Press and Prejudice, NUS, 3 Endsleigh Street, London WC1, 20p.

Redundancy terms agreed for lecturers

Redundancy terms for education lecturers who lose their jobs through mergers or closure of their departments were announced last month by the Department of Education and Science.

The terms, which guarantee 13 weeks' gross salary as a minimum, were negotiated by the Association of Lecturers in Colleges and Departments of Education. Last week's decision of a Statutory Instru-

ment gives effect to the agreement. Compensation comes in three forms—a lump sum, long-term continuing payments and retirement compensation. The scheme is based on the Crombie Code which applies to local government officers.

Lecturers with two years' service are eligible for a lump sum which is based on each week's pay for each year of service after age 22, and 11 weeks' pay for each year after age 41 with half a week's pay for each year before 22.

The maximum number of years that can be counted is 20. The minimum sum is equal to 13 weeks' pay.

Long-term compensation is for lecturers and principals over 40 and with at least five years' service. One-sixth of the gross salary lost is payable for each year of service, with additional sixtieths for older members of staff.

Retirement compensation takes over from long-term compensation at the age of 65 or 68, provided the individual was made redundant by the time he or she was 40.

Economists press for trial voucher scheme

There is no reason why the state should not ease its present education and simply provide access to it through education vouchers, say the Institute of Economic Affairs in evidence to the Layfield Committee on local government finance.

Mr. Alan Maynard, of the economics department at the University of York, in a report prepared for submission to the Institute, argues experiments with the system of giving vouchers to parents equal to the value of a year's education at a state school and permitting them to "spend" the vouchers at schools of their own choosing.

This, he says, would give real choice to parents and bring about cost-effectiveness to schooling. Local authorities would be rid of a burden which is not locally their own, and could begin to assume autonomy.

Education would become a flexible system able to respond to demand.

Mr. Maynard, outlines eight schemes, some of which allow schools to charge extra to "top up" the voucher or give poorer parents more valuable vouchers than the rich.

Difficulties which have arisen in the experimental scheme at Alton, Rock, California, he says, include cases of teachers putting pressure

on school boards not to allow new and competing schools to open, and the expense of running half-empty unpopular schools and courses.

For an experiment to work in Britain teachers would have to be given more security of tenure in exchange for moving from school to school and retraining when their skills were no longer in demand. They would have to be mobile, classrooms so that schools could expand or contract as demand fluctuated, and they would have to provide (trustful) information on the nature of courses, and rates of achievement.

A voucher scheme could produce new types of course and curriculum and provide governments with a useful tool for redistributing purchasing power by giving the poor bigger vouchers. The attacks, as peremptory, those who doubt the ability of the average home-owning family to choose wisely.

Kent County Council have said they would be interested in a voucher experiment, but the 1944 Education Act forbids maintained schools to charge fees, and only national vouchers would be legal.

Children's books 'too serious'

by Mary Hoffman

"We now have more books about unarmoured mothers than we have about mothers," complained Mr Nicholas Tucker, of Sussex University, at the United Kingdom Reading Association conference in Manchester last week.

He was contributing to the conference's investigation of the content of reading—a new departure for UKRA, who usually concentrate on the nuts and bolts of learning and teaching to read.

Mr Tucker, who is a children's writer, thought many of the best children's books were written for a tiny minority. When people recommended award-winning titles for use in schools it was like the Sun newspaper telling its readers to try *Promis*. He suggested a bush-telegraph system for local to circulate lists of books popular among local children. "It's not good enough to read the reviews in *The Times Literary Supplement* and go out and buy a treacherous handful," he said.

Other speakers were suspicious of "socially conscious" books. Miss Julia MacRae, managing director of Hamish Hamilton Children's Books, was uneasy about didacticism creeping in and she objected to literature being used as therapy. "We are all very serious about children's books

now and there is very little humour in the writing." The conference had already been alerted by Mr Asher Cuchlan, the UKRA president, to examine the social and political bias of materials, but Miss MacRae warned against inferior writers hitching a ride on the bandwagon of social consciousness in children's books.

Mr Peter Dickinson, author of the *Changes* trilogy and many other books of "science fiction without the science", said quality was not related to surface realism and relevance but to the myths which books explored and celebrated. "Myth" was his term for a belief which a society held but refused to submit to rational analysis, like the feelings represented by the word "patriotism". Books and stories helped children to distinguish between myth and reality, which was why children's and adults' literature were so different.

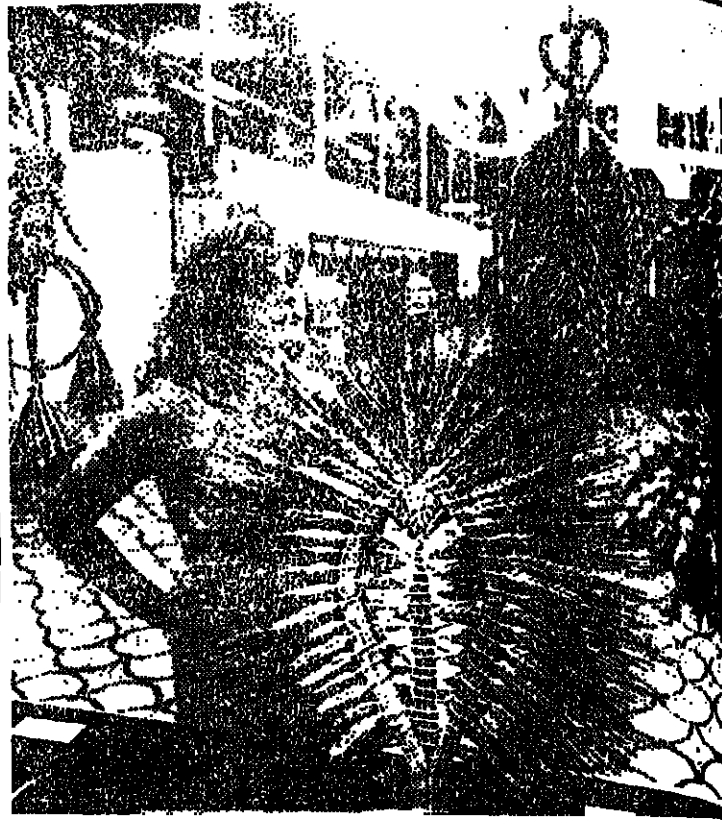
"The child's world is dominated by two giants, called Cause and Effect and Time and he has to learn how they work. This is why a twilight plot is essential in a child's book: it is cause and effect happening in a field of time."

Mr Ronald Johnson, senior adviser for Cheshire, lamented the

lack of any development programme for fiction in education. "The historical view of the curriculum is utilitarian, functional and performance-based, with the result that the reading of fiction is undervalued and devalued."

The conference had opened on a sober note from Mr Dudley Fiske, chief education officer for Manchester, who reminded delegates that the Education Secretary had been stressing the need to get full value for every pound spent on education. But there were some optimists among the speakers. Dr Ruth Love Holloway, director of the American Right to Read programme, returning to UKRA after two years to give a progress report, insisted that education was a cheap investment compared with any kind of welfare.

Not that Right to Read operated on a shoestring. They used federal money and whatever Dr Holloway coaxed out of industry to reach the 19 million illiterates in the United States. At the local level Dr Holloway's campaigning had been most successful in correctional institutions, where inmates were most motivated to learn in order to get out. Law books were the most popular form of reading.



Harvest time is being celebrated at the Bethnal Green Museum, London, with an exhibition of corn dollies (on until September 10).

Youth clubs hit by grant cuts

by Gavin Scott

Youth organizations are good value for money, but it is not entirely sure that local authorities are cutting down their grants. Mr Hugh Jenkins, the minister responsible for youth services, said last week in a number of national voluntary youth organizations.

Representatives of the organization recently told Mr Jenkins of the future of voluntary youth work at a time when local authorities were experiencing difficulties for inflation in grants. Mr Jenkins was told. Others, "more far-sighted", had given them enough money to keep operating at the same level as before. The Council of Voluntary Youth Organizations hoped Mr Jenkins would endorse this.

In fact, though Mr Jenkins agrees it would be harmful to the community as a whole if voluntary youth organizations closed their doors, his message was more than to express a hope that "as far as possible, existing levels of provision are maintained".

So far, local authority economies have produced little real reduction in youth club activity. Some associations of clubs at county level have had to drop one or two clubs or members or not replace them, and several no longer train voluntary youth leaders.

"But some big clubs have been in the habit of raising £3,000-£4,000 a year by various activities," said Mr Hugh Doughty, of the National Association of Boys Clubs. "It takes a lot of effort, and has become harder anyway. Having to raise more than that to make up for a drop in the value of the local authority contribution is going to be very difficult."

More significantly, it is going to sort more of the time and effort of youth leaders and the members. "We will end up spending all our money on training," said several club workers.

"We will be fighting like mad to maintain a holding operation," said Mr John Cook, the assistant secretary of the Sussex Association of Youth Clubs who has been made secretary of the association because the association's budget has not enough money to

and we will be trying to get more volunteers to do the work that used to be done by professionals. And the extra, like taking children on a trip to Europe, have had to be sliced out."

Mr Mike Payne, of the Greater Manchester Youth Association, had similar difficulties: trips from the conurbation to the Lakes, the Dales and Derbyshire have been cut.

"We are having to ask for more volunteers," he said. "But at the same time local authority clubs are trying to get them too. And we are getting more and more members all the time—about 10 per cent more each year."

Buckinghamshire have been particularly affected by local authority economies and are having to charge more for some youth club functions because school buildings cost more to hire.

In Leicester the number of part-time assistants has been reduced, training cut back, and maintenance grants for buildings curtailed.

"We have got to go by far by a number of strategies," says Mr John Reeking, chairman of the Leicester Council for Voluntary Youth Services. "But in September I think a number of clubs might have to close. They are living off their reserves now."

"Morale is very low," said another Leicester youth leader. "I have never known the service so gloomy and despondent."

The voluntary youth organizations feel that local government reorganization dealt them an additional blow, and gave authorities an excuse to wriggle out of grant commitments. Reorganization cost the Greater Manchester Youth Association more than £2,500 because some authorities refused to continue grants begun by their predecessors.

The voluntary youth service is good value, the national council told Mr Jenkins, because £1 of public money produces £10 worth of work. The voluntary youth service raises about two thirds of their own funds and 3,000 professionals provide the backup which allows a quarter of a million adult volunteers to give their labour free.

Five and a half million young people benefit. To allow a system like this to fall to pieces for the sake of economy, they say, would be a shortsighted way to try to save public money.

Plea for minority RE

by John Prickett

Local and national authorities are urged to recognize fully the religious needs of all minority groups of their pupils, including their dress and festivals. And they are given those pupils every opportunity to contribute to the religious and cultural life of the school.

It was one of the main resolutions to emerge from an interfaith dialogue called recently by the British Dialogue in Education at Road College, London. The dialogue was held by the British Dialogue in Education at Road College, London. The dialogue was held by the British Dialogue in Education at Road College, London.

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purpose and the ultimate questions which lay behind them. It raised the questions of co-existence of the religious or spiritual for living to be talked about. What was essential to an educational programme of this kind was that each faith should be considered for its own sake and not primarily to contrast it with others.

What mattered was not the number of life stances dealt with nor the amount of time given to them, but that each should be considered equally for its own sake. The aim should be to open vistas which might otherwise remain closed.

In discussion, Miss Catherine Fletcher made a distinction between the discussion of dialectical materialism as an interpretation of history (for which there might well be a place in schools though not as part of an RE syllabus) and the presentation of communism as a political ideology where there was grave danger of religious indoctrination.

The conference decided that minority communities should make known their needs and aspirations to schools and encourage their own people to be trained as teachers. Parents and families should encourage their children to exchange views on morality and religion with others. The conference affirmed support for religious education as a developmental process by which every child could learn about the ideals and insights, religious and non-religious, which inspired mankind. It was the place of agnostic and religious world views in a religious syllabus. It distinguished between religious instruction and religious education.

The education was concerned with meaning, value and

In brief

£10,188 for OU

The Open University has received a grant of £10,188 from the Science Research Council to enable it to join an international nuclear physics research project, which it is hoped will result in the discovery of new sub-atomic particles.

Ancient literature

The Bodleian Library is holding an exhibition, "The Survival of Ancient Literature", in the Small Exhibition Room until August 23.

Helping young Poles

Twelve sixth-formers from schools in West Sussex, Bedfordshire and the London Borough of Hillingdon and 10 teachers from various parts of Britain are in Poland this month to help 100 children to learn English and something of the British way of life. The trip has been arranged by the Central Bureau for Educational Visits and Exchanges.

Teaching methods

Members from 22 overseas countries attended a British Council Course on university teaching methods at the University of Lancaster this week.

Playground

An adventure playground, made entirely from forest thinnings from the Harewood Estate, is being constructed as a free amenity for young people visiting Harewood House.

Doctors in difficulty

Courses to help overseas doctors with their language difficulties will be available early next year in the department of linguistics and modern English language at Lancaster University.

Access to libraries

The British Library Research and Development Department have awarded a one-year grant to the department of librarianship, Leeds Polytechnic, to study the needs of the community for direct access to literature and information in libraries, to relate these needs to provision and, in particular, to assess the nature and scale of any failures.

Mr George D. Edwards

Mr George D. Edwards, who retired last year as chief education officer for Cambridgeshire and Isle of Ely, died on July 31 at the age of 65. Mr Edwards first came to Cambridgeshire as deputy head of Impington Village College in September, 1939. He transferred to Bottisham Village College as warden, before serving as deputy to Mr Henry Morris, whom he succeeded as chief education officer in January, 1955, and continued as CEO after amalgamation with the Isle of Ely in April, 1965.



Mrs Kay Carmichael, senior lecturer in social work and administration at Glasgow University, to be deputy chairman of the Supplementary Benefits Commission from October 1.

Appointments

Schools Mrs A. M. Potter, director of services for education and training of mentally handicapped children, Western Clere, Eire, to be head of Strathmore Special School, Teddington, Richmond upon Thames. Miss A. Wheeldon, retiring head of Haverfield Infants School, Twickenham, Richmond upon Thames, to be head.

Mr Andrew W. Manwell, since 1966 assistant director of physical education at Aberdeen University, has been appointed director of physical education and recreation. Mr F. S. Pinner, head of Great Hollands Junior School, Bracknell, Berkshire, to be head of Nantwich County primary school, Cheshire. Miss Dorothy Townsend, deputy head of Rathfern infants school, to be head of Sandhurst infants school, Lewisham.

Teachers have key role in assessing needs of handicapped

Assessment, quality, mainstreaming and planning were among the words most used at the international conference on special education organized by the Joint Council for the Education of Handicapped Children, at the University of Kent, Canterbury, last week.

Professor Peter Mittler, director of the Hester Adrian Research Centre at the University of Manchester, said the ideal place for an assessment centre was a normal nursery school or a special school and the key member of the assessment team was the teacher. A child's needs should be assessed as soon after birth as possible.

Parents could help in tracing the handicapped child's progress by using carefully prepared development charts which list specific skills and attainments of normal children at different ages. Unfortunately teachers and other professionals had only a superficial knowledge of child development. "It is not enough to have heard of Piaget, Klein, or even Gesell."

Mr John Fish, H.M. Inspector of special education at the Department of Education and Science, emphasized the need for continuity of services after the child's needs had been defined. "Parents can be passed on from one person to another like a baton in a relay race."

Integration or "mainstreaming", as Professor Samuel Kirk, from the University of Arizona, called it, was not seen by the conference as a matter for controversy. Professor Jack Tizard, of the Thomas Coram

Research Unit, said: "We are gradually realizing that it is not the form of education that is important but its quality."

Since a third of the children in schools in some areas had behaviour problems or other difficulties, it was obvious that special education was needed in ordinary schools. Parents were also pressing for children with special needs to be educated in ordinary schools.

In some countries they had a recourse to the courts to compel public authorities to carry out statutory obligations and get schools of their children. "This seemed to be a healthy development, however painful it might be for professionals and administrators."

Professor Kirk suggested that this might become necessary in Britain. In America, he said, well-meaning psychologists had placed an overwhelming number of Puerto Ricans, Mexican Americans and blacks into special schools because the tests they had taken were based on the IQs of white middle class children. Directors of special education expanded their empires until parents reacted and took the issue to court and won.

Professor Mittler said everything a mentally handicapped child learned would have to be taught. It was wrong to assume that more exposure to normal children in normal settings was in itself productive. A rich stimulating environment was not enough. Teachers must plan a curriculum with specific aims in mind. It was useless to say "our aim is to help the child develop to the maximum of his potential".

Mr Fish said the curriculum must be well balanced. Subjects which "seemed to be endowed with learning powers, like art, music and drama therapy" should be kept in perspective.

The new pay scales

Point-by-point details of the new £230m pay deal for teachers which is backdated to April 1 and should be paid in September

SCALE 1		SCALE 2		SCALE 3		SCALE 4	
Point	Old	Point	Old	Point	Old	Point	Old
0	1907	0	2333	0	2957	0	3998
1	2027	1	2453	1	3077	1	4157
2	2129	2	2560	2	3185	2	4316
3	2231	3	2665	3	3293	3	4475
4	2333	4	2769	4	3399	4	4634
5	2435	5	2873	5	3506	5	4793
6	2537	6	2977	6	3612	6	4952
7	2639	7	3081	7	3718	7	5111
8	2741	8	3185	8	3824	8	5270
9	2843	9	3289	9	3930	9	5429
10	2945	10	3393	10	4036	10	5588
11	3047	11	3497	11	4142	11	5747
12	3149	12	3601	12	4248	12	5906
13	3251	13	3705	13	4354	13	6065
14	3353	14	3809	14	4460	14	6224

Deputy heads

GROUPS 1, 2 and 3		GROUP 5		GROUP 8		GROUP 12	
Point	Old	Point	Old	Point	Old	Point	Old
0	2547	0	3299	0	4051	0	5024
1	2649	1	3403	1	4155	1	5128
2	2751	2	3507	2	4259	2	5232
3	2853	3	3611	3	4363	3	5336
4	2955	4	3715	4	4467	4	5440
5	3057	5	3819	5	4571	5	5544
6	3159	6	3923	6	4675	6	5648
7	3261	7	4027	7	4779	7	5752
8	3363	8	4131	8	4883	8	5856
9	3465	9	4235	9	4987	9	5960
10	3567	10	4339	10	5091	10	6064
11	3669	11	4443	11	5195	11	6168
12	3771	12	4547	12	5299	12	6272
13	3873	13	4651	13	5403	13	6376
14	3975	14	4755	14	5507	14	6480

Heads

GROUP 1		GROUP 5		GROUP 9		GROUP 13	
Point	Old	Point	Old	Point	Old	Point	Old
0	3611	0	4553	0	5495	0	6437
1	3713	1	4657	1	5599	1	6541
2	3815	2	4761	2	5703	2	6645
3	3917	3	4865	3	5807	3	6749
4	4019	4	4969	4	5911	4	6853
5	4121	5	5073	5	6015	5	6957
6	4223	6	5177	6	6119	6	7061
7	4325	7	5281	7	6223	7	7165
8	4427	8	5385	8	6327	8	7269
9	4529	9	5489	9	6431	9	7373
10	4631	10	5593	10	6535	10	7477
11	4733	11	5697	11	6639	11	7581
12	4835	12	5801	12	6743	12	7685
13	4937	13	5905	13	6847	13	7789
14	5039	14	6009	14	6951	14	7893

GROUP 8		GROUP 12		GROUP 16		GROUP 20	
Point	Old	Point	Old	Point	Old	Point	Old
0	5693	0	7412	0	9131	0	10850
1	5797	1	7516	1	9235	1	10954
2	5901	2	7620	2	9339	2	11058
3	6005	3	7724	3	9443	3	11162
4	6109	4	7828	4	9547	4	11266
5	6213	5	7932	5	9651	5	11370
6	6317	6	8036	6	9755	6	11474
7	6421	7	8140	7	9859	7	11578
8	6525	8	8244	8	9963	8	11682
9	6629	9	8348	9	10067	9	11786
10	6733	10	8452	10	10171	10	11890
11	6837	11	8556	11	10275	11	11994
12	6941	12	8660	12	10379	12	12098
13	7045	13	8764	13	10483	13	12202
14	7149	14	8868	14	10587	14	12306

Note: All the old salaries given here include the £20 had been consolidated in the new scales.

SPECIAL ANNOUNCEMENTS

SUMMER VACATION

AUGUST AND SEPTEMBER

Overnight accommodation and meals at LSE Halls of Residence WC1 and EC1 areas.

Individuals/School parties welcome.

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London School of Economics,

Houghton Street, London, WC2A 2AE.

Tel: 01-405 7886.

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Name _____

Address _____

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COURSES

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ANNOUNCES NEW FULL-TIME DEGREE COURSES

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BSc in Engineering
(Shipbuilding Technology)
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The Council for National Academic Awards has recently given approval for these degree courses to start in September. If you would like further information and are interested in applying for a place please telephone Whiteabbey 65131, ext. 2251, or write to—

The Academic Registrar,
Ulster College,
The Northern Ireland Polytechnic,
Jordansdown,
Newtownabbey,
Co. Antrim, BT37 0QB.

Power to geothermal toothbrushes

I am glad to see that the newest Minister of Energy, Mr Tony Benn, supports my view that nuclear power is the only way of making sure that Britain will have enough electricity to keep its electric toothbrushes working in the decades immediately ahead. He, and everybody, may also be interested to know of a controversy that has blown up, in the past few weeks, about the safety of one of the most popular (but futuristic) schemes for winning energy from elsewhere—geothermal power.

This environmentally "clean" source of energy seems well on the way to becoming as much of a public nightmare as nuclear reactors. In the August issue of *Science*, for instance, Thomas F. Gesell, of the University of Texas, and John A. S. Adams, of Rice University, point out that geothermal electricity generating plants will release substantial quantities of radioactivity to the atmosphere. The geothermal station at Wairakei, in New Zealand, is for example reckoned to discharge to the atmosphere each day radioactivity equivalent to a gram of radium.

On the face of things, geothermal power might therefore be as big a hazard to the health of those who live nearby as the building of nuclear power stations. Indeed, such a rate of discharge of gaseous radioactivity in the form of radon, people living downwind from geothermal power stations might be exposed to as much radiation as they receive naturally from cosmic rays and other sources.

Fortunately, most potential sites for the generation of geothermal power are remote—there are not many people living nearby—which is, of course, the principal reason why geothermal power has been developed only slowly. The customers are too far away.

But the environmentalists have a certain interest. In the history of technology, it has almost invariably been the case that entrepreneurs or governments have gone ahead with specific technical projects only to discover that, in the course of time, there were snags. On some occasions, as for example in the development of strabips, whole technologies have had to be abandoned.

The recognition that even geothermal power, often considered next only to solar power in its cleanliness, may bring hazards to the general population is no particular surprise—or should not be. But there should now be a more open recognition that postponing a decision about the way in which Britain's energy economy is to be developed cannot be justified by the belief that, if only we wait, we can have our cake and eat it.

Science diary by John Maddox

Heavy hand on oil prices

There is a case for thinking that the cause of what we call the energy crisis is the way in which the United States Administration has failed properly to allow the price of oil to find its own level, according to the laws of supply and demand. Since before the Second World War, the price of natural gas in the United States has been controlled. Since 1959, a variety of the pieces of the United States Government machine have been concerned to restrict the profit that oil companies can derive from the oil they drill.

Last week, President Gerald Ford seemed about to acknowledge that Congress would deny him the legislation needed to remove the restrictions which now require the owners of oil wells in production before the summer of 1973 to sell their oil at no more than \$6.00 a barrel, but

which allow producers of new oil wells to sell their product for what they can get, currently between \$12.00 and \$15.00 a barrel.

The first thing to say is that it is, to people elsewhere, a surprise that the United States, supposedly devoted to the cause of free enterprise, should so often have to build with impediments of its own making to the free operation of market forces. The second is that so many orthodox economists should have thought it sensible to support the view of Congress that it is inequitable to offend consumers (most of whom are voters) by making it possible for the price of oil in theory to be increased.

Thirdly, it is strange, to say the least of it, that nobody seems properly to appreciate that it would be possible, in the United States, to decontrol the public for the market thereby inflating by increased taxation on oil producing companies and so to stimulate the production of oil that the goal of becoming less dependent on the Middle East would be more easily attainable.

All this has a bearing on the British problem. If it had not been so difficult to secure a rational mechanism for the price of oil in the United States, OPEC would not have been as successful as it was in 1973 in declaring unilaterally a higher price for oil.

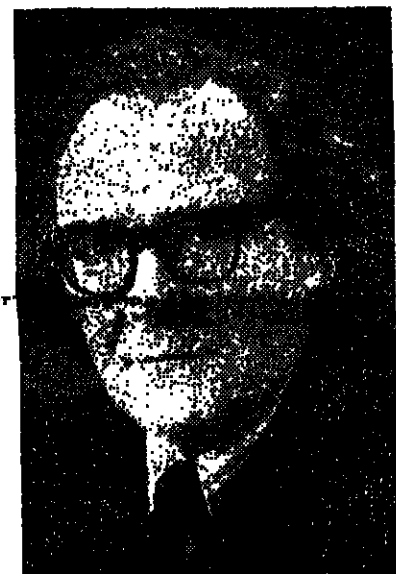
In short, what all this implies is that there appears to be a conspiracy among governments to artificially attach to the market that economies in such a way that the consequences do not bear on them. This plays into the hands of those who can produce oil cheaply, in the Middle East, but who want to charge a high price for it.

Time and tide

Why does the moon keep on pointing towards the earth? And why is it always like that? Dr William R. Ward, of the Smithsonian Astrophysical Observatory at Harvard University, now says that it may not always have been like that (*Science*, August 8). He has been able to reconstruct the way in which the moon's attitude has changed in the past 100 million years or so as a result of tidal forces, principally those between the earth and the moon.

During that period, the size of the moon's orbit about the earth has increased by a third. And, from the calculations, it seems that only in the comparatively recent past has the moon kept one face pointing towards the earth.

Mathematically, the problem is that of a spinning top slowed down by a gravitational force from a distant source, the earth. It is like a gyroscope, affected by the axis about which the moon rotates to begin with, oscillates. Finally it settles down, but only when the tidal forces have distorted the moon sufficiently to ensure that it points continually towards the earth.



John Maddox (above), the author of this column, has been writing regularly in the TES for the past two years. As reported last week, he has been appointed director of the Nuffield Foundation, replacing Dr Clifford Butler. Mr Maddox was a former editor of "Nature" and was assistant director of the Nuffield Foundation between 1964 and 1966.

Europe

Youth groups tighten up

Paul Neuberg

Western Europe's Communist youth movements are engaged in a pop-culture type effort to rally the youth of the continent as a force of "progressive" force against the forces of political reaction. At home, however, they are working their line on discipline, ideological commitment and the struggle against western influences.

A week-long jamboree of European youth and student organisations was held in Warsaw, called for July 1975 in Warsaw. The project was a three-day meeting in the Hungarian resort town of Balaton, held under the auspices of the World Federation of Democratic Youth, which has its headquarters in Budapest.

The meeting included representatives of the international union of students and of European youth and various organisations of various political shades, gathered to look at "all possible forms of concrete cooperation" to see next year's event succeed.

The new internationalist drive of the European youth leagues against the policies of détente being followed by Eastern Europe's ruling communist parties themselves. The youth of next summer's gathering, said the Polish Youth Federation paper *Standard Młodych*, will be to proclaim a fresh programme of youth activity "in the new context after the ending of the Congress on security and cooperation in Europe".

In his junior version of the youth effort abroad is completed by the same increase of military and "revolutionary vigilance" on the home front, which the party justifies as being especially needed when contact between the two world systems is due to increase. Indeed, youth policy is one of the main areas where the party's new stress on ideology is being clearest.

In a meeting with youth representatives recently Czechoslovak leader, Dr Gustaf Husak, said for greatly increased emphasis

on ideological training. "On the one hand, old views and prejudices still survive," he said, "while on the other, attempts are being made to smuggle into our country various petty bourgeois and bourgeois notions".

Czech military educationists appear acutely conscious of the encouragement which détente has given to pacifist ideas among the young. To combat this is now seen as one of the main tasks of the army, but the chances it offers for general indoctrination, as the most controlled environment young conscripts will ever know, are also being exploited for all they are worth.

The head of Poland's socialist youth federation, Mr Stanislaw Ciosek, was replaced by Mr Zdzislaw Kurowski at a surprise meeting of the main council of the federation in May. Aged 38 and previously the head of the Blaskost voivodship party organization, Mr Kurowski is expected to bring a heavier dose of dogmatism to life within the federation.

In his few weeks as its chairman he has produced a shake-up of the leadership of the socialist union of rural youth, which groups close to 1.5m young people in the countryside and which he led between 1965 and 1972 as well as of socialist youth union, Poland's main youth organization.

In Hungary, the entire membership of the country's 800,000 strong communist youth league has just been through a novel screening process. All membership cards were called in, and fresh ones issued only to those considered "deserving" by the membership meetings of their basic organisations these are to be held every spring from now on. Some 40,000 people were either excluded or left out of their own accord.

The new screening process appears to have been the work of Dr Laszlo Marothy, who was elected head of the youth league in June

1973 and a member of the party's central committee only five months later. At the eleventh party congress last March, he became, at the age of 33, the youngest Politburo member in the whole of Eastern Europe.

His meteoric rise appears as much due to the importance which the party is now placing on youth affairs as to his eagerness to run these affairs in a considerably more militant spirit than has been the case in recent years.

All this brings the youth organisations of Eastern Europe face to face with their central dilemma: derived from their monopoly position in each country. This is whether they want to be all things to all the members they can find, or politicized bodies for an unrepresentative "vanguard". "When I joined the socialist youth union, I was told it is a selective organisation," complained a Czechoslovak girl in a letter to the Prague weekly *Tribuna*, hard-line organ of the Czechoslovak Central Committee, last year.

But then she found that students in the penultimate year of their studies blocked to join the SYU "because they hope that their membership cards will help open the doors when they go job-hunting".

In Hungary, too, and for the same sort of reason, 72 per cent of the people in secondary schools and 93 per cent of students in higher education, were youth league members at the start of the new screening process in April, as compared to only about a third of young peasants and workers.

And though an aim of the higher education were Youth League members at the start of the body, in fact the overwhelming majority of members who left or were elected, turned out to be workers. Students either enjoyed a more tolerant attitude from their basic organisations, or knew better how to simulate the right kind of enthusiasm for the sake of their careers.

Sweden

Marks every term could be abolished

from Mike Duckenfield

STOCKHOLM
The few remaining termly marks—including those in the final year—in Swedish comprehensive schools may be abolished following the recommendations of a special parliamentary investigating committee.

The *Balutgründning* Committee (BU), which is due to present its report later this year, is also expected to recommend a reduction in the size of the marking scale used in the integrated upper secondary school which follows the comprehensive schools.

Set up two and a half years ago, the following National Board of Education suggestion to tie the present marks scale to specific levels of attainment in each subject. The proposal was, however, thought to be too complicated to be applied effectively on a national basis.

The seven-strong committee, comprising representatives of all the parties in the Riksdag except the Communists, is being assisted by nine experts including three trade union federations, two teachers' unions and both pupils' organisations.

Supported by the pupils' organisations, one of the teaching unions and some local school boards, the committee strongly disfavours the competitiveness which still remains in the school system.

It is worried that the existing termly marking, which is mainly awarded in the latter stages of the nine-year comprehensive (seven to 16 age group) and the voluntary secondary schools, only serve to point out and further discourage weaker pupils.

One of the main criticisms against the present scale is that marks are comparative and not absolute, thus encourage the distribution of marks to favour the more able and private schools.

pupils receive grades one and five: 60 per cent must receive grade two and four and the remaining 38 per cent must receive grade three. BU is almost certain to recommend the ending of the third and sixth-year marks and it is very likely to urge the abolition of all comprehensive school marks except those for class tests.

In their place, the committee favours a compulsory duty on schools to meet the parents of every child at least once a term to discuss social and psychological problems rather than academic achievement.

The big problem, however, is what criteria the committee should recommend to replace marks as the qualifying means of selection to the various courses at the secondary schools.

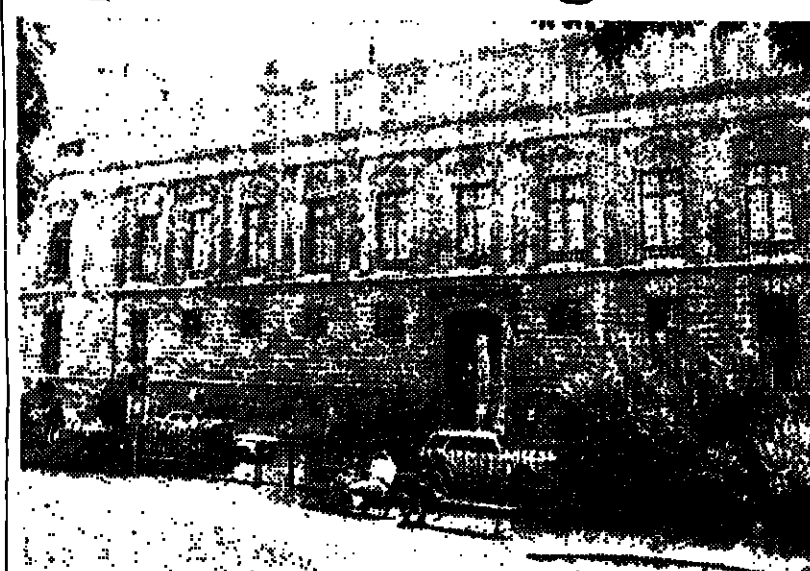
To replace the marks system the committee are considering with five new criteria. In the first place pupils wishing to take a particular course at secondary level may have studied the necessary relevant optional subjects in the comprehensive schools.

Second, teachers may be asked to give their views on the general aptitude of pupils for their chosen secondary courses. The other criteria are whether a proposed course is a pupil's first or second choice; whether it is his or her first or second application; the latter taking preference as it is thought it implies conviction of choice on the part of pupils; and, finally, work experience.

As a last resort the committee say that a queuing system may have to be adopted with pupils simply having to wait until a vacant place on their chosen course occurs. In place of the final year marks school leavers could receive a leaving certificate stating length of school attendance and subjects studied.

France

New fund should help to promote reading



Paris: Bibliothèque Nationale.

from William Farr

PARIS
The Government have announced measures to develop libraries and encourage reading, neither of which is as far advanced in France as in many other countries. The surprising feature is the decision to break down the single libraries administration created a year ago and attached to the new Secretariat of State for Universities because, it was said, they formed a cultural field related to and dependent on higher education.

The *Grande Bibliothèque Nationale* will remain attached to the Secretariat of State for Universities, as will the university libraries, but its director (the present one is just about to retire) will no longer be concerned with public libraries and other related services. School libraries will continue as the responsibility of the Ministry of Education.

It is said that the president himself wanted the public libraries and public reading services transferred as a department to the Secretariat of State for Culture, who is responsible for museums, cultural centres, music and theatres. The department will advise and assist municipal public libraries run by cities and large towns, of which there are about 900. They will also operate the central lending libraries, based on departments which provide library services for towns and rural communities with less than 20,000 inhabitants.

Started in 1945 by General de Gaulle, there are now 70 central libraries. Twenty-five departments still have none. Mobile libraries go out each day to issue and collect books from each central library headquarters. They lend books to individuals, to local centres, such as youth clubs, schools, and to municipal libraries with small stocks of

books in 16,000 communities. Some large urban authorities have also operated mobile libraries from their municipal centres since 1956.

In future the public library service will also be responsible for organizing departmental committees to promote the reading. These committees will consist of librarians, booksellers, heads of schools and leaders of cultural organizations. Assistance agreements will be made through these committees between the state and local communities, as for other cultural activities.

The state budget for library services this year, including the *Bibliothèque Nationale* and university libraries, was about £2m. To increase financial resources and encourage reading, the Government have decided to set up a new fund under the Secretariat of State for Culture. It will be fed by a levy of £10 a year on reproduction machines and by a tax of 0.5 per cent on proceeds from the publication and sale of literary works within the public domain. This tax replaces the present arrangement which gives receipts attached to ownership of literary works to the state for 15 years after the copyright expires.

The National Centre for Literature (which exists to assist creative writers and publishers) will become the National Book Centre, with a fuller representation of all the professions concerned and increased powers. Part of the new fund will be used to promote French books abroad. A national organization to coordinate the present efforts of professional associations is to be set up. As a contribution to its work, the government have undertaken to review various customs, postal and air mail rates problems which hamper the distribution of French books abroad.

West Germany

Criticism of exams reaches a new peak

by David Dungworth

As record numbers of West Germans have been taking examinations this summer, criticism of the present system of testing—and its effects on examinees—seems to have reached a new peak. Roughly two students out of three are apprehensive over forthcoming examinations, according to a survey conducted by the Psychosomatic clinic of the University of Gießen. But a high proportion experience an abnormal degree of fear.

Further investigation carried out by the clinic found that almost one student in five went to an advice centre for help either shortly before, or during, their examinations.

The reasons most frequently given to explain this anxiety were that they knew the examinees only slightly or not at all, and that they felt that their whole future depended on the results.

Herr Rolf Morgenthaun of the Psychotherapeutic Advice Centre in Frankfurt distinguishes between students who prolong their studies for as long as possible, and those who give up before completing their courses.

The Frankfurt centre has simulated examinations and this technique has proved successful in relieving anxieties. Pressure to achieve good results also affects schoolchildren down to a primary level and can cause severe headaches, vomiting, asthma and circulatory malfunctions, according to hospital consultant Dr Johannes Meinhardt, spokesman for a study group set up by the German Teachers Association and the Association of German Doctors towards the end of May.

The group says factors include the closing down of small country schools, parental pressure, the proliferation of different subjects taught by different teachers and the competition for university places. Similar sentiments have been expressed somewhat more forcefully by Herr Wilhelm Ebert, president of the Bavarian Men and Women Teachers Association. At a recent conference in Bessau, he argued that schools were in danger of becoming anti-educational establishments because a child's main motivation was the fear of obtaining bad marks.

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COURSES IN OUTDOOR EDUCATION FOR ADULTS OR CHILDREN

LOCH EIL CENTRE
ACHALDEU FORT WILLIAM, INVERNESS-AREA
DANCE, MUSIC, SPORT, etc.
DANCE, MUSIC, SPORT, etc.

In September the TES Special Insets will be giving extra coverage to:	
Travel	5th September
Children's Books	12th September
(3rd and final inset for 1975)	
English	19th September
Travel	26th September

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"I don't think that's utterly ivory-towerish. But we are trying to get a quart into a pint pot. The clock and the calendar are always against us."

Going off and doing it

Mike Bygrave signs up for a creative writing course at a new community arts centre

"Arvon is a community arts centre, devised and conducted by practising artists. Its aim could scarcely be more simple: to afford opportunity to those who wish to meet and, in a completely informal situation, to consult and work with practising artists. The method Arvon employs is simply to arrange for small groups of 14 or 15 people to live for five days at one of the foundation's centres in the company of two artists."—Arvon Foundation handout.

Sunday
Take train to Lumb Bank in Yorkshire, Arvon's second and latest centre for creative writing courses. Read press material about Arvon on the train. Whole thing started in Devon by poet John Mase. Only this year expanded into two centres, national publicity, big money and involvement of Ted Hughes as front man. I'd always thought of Hughes as a poet, not a writer.

Stranded at Hebden Bridge station, I meet Dave from London. Local authority planner, went to Oxford. "I was in Rhodes last year, spent £200 and had a rotten time. This is my holiday." Does he write? "I gave up. I decided I had nothing to say."

A lift to the Arvon house in the hills, and our fellow students are out on the lawn with tutors Julian Mitchell and Stan Barstow. Almost all the students are young men. "I thought they'd all be girls," says Mitchell. Me too. We resign ourselves to working. The last few arrive trickle in: mostly housewives. The sexual balance is interesting—apparently when Arvon run closed courses, taking parties from schools and colleges, sponsored by their local education authorities, they get mostly girls. This is an open course, individuals making the effort to come and paying for themselves, and it's middle-aged ladies and young, single men.

The talk on the lawn is fitful and embarrassed. I reveal myself as a reporter. Stan Barstow frowns: "I have great reservations about things that happen in a closed situation being reported in public." There is no answer, no assurance I can give, except "fact". The conversation lapses into frequent silences. Eventually Barstow says "I think I'm a damper rather than a stimulant. I'm going inside."

It is true. We talk more freely without the tutors getting in the way.

Last night ended in a heated discussion in the early hours between me, Barstow and Paul, an extrovert young reporter from the Yorkshire Post. We argued about the policy of the National Union of Journalists and press freedom. We had had dinner and had just met to be asked for a report on the course. We have to exchange meals and run the house ourselves and been to the local pub. Back at the house Paul defended the NUJ, arguing there were things he couldn't write because of the policy of his paper. Barstow shouted "Are you a writer, man or aren't you?" and stalked into the room.

In the dormitory Paul said "He wants to write, it was more than that. He was just trying to end Paul the writing a better story than he would have done otherwise." Dave is right. For all his determined clinging to a Northern bluntness and directness, Barstow is not a simple man, not given to acting on impulse.

Today the course really gets under way. Mitchell and Barstow, leaving everyone individually to discuss the course and the remaining four days. "It's talking at the end of going to the dentist," someone says. I go shopping with Bill Lloyd, course

director at Lumb Bank, and three of the women.

Chris is the only young woman on the course, a social worker from London. She went on an encounter-type weekend recently and has come here to write up the results. Her husband is walking the Pennine Way nearby. Like most people here, Chris is taking her very first steps in writing.

Key and Frances are different. Two older women, both married and with grown-up families (Frances is a widow), they have been quietly writing and trying to break through the barrier separating the kitchenable amateur from the professional for years. Here are the provincial roots of writing in this country, the people who formed those cultural self-help sessions D. H. Lawrence used to attend as a young man, the people who, today, are responsible for the 400 unsolicited scripts the BBC receives.

Key and Frances are to become rockers on which the course is built. It is they who lead the others to just "go off and do it". By afternoon, the house is quiet, everyone is working. Key and I are in the library, the privilege of our own room given to us because we type and mustn't disturb the others. Key is working on a TV play. I am trying to write a short story.

I break off to interview Bill Lloyd. A young actor/musician with a fringe theatre company, he drifted into Lumb Bank as one of the fringe of the arts, and is now committed. "This is a good course," he says, "because everybody's working." He also says: "If you're living in a town in the North and trying to write, where do you find other writers? Part of our aim is to build up a web of contacts for people, so people starting to write don't feel so isolated. We want them to think—I can always go to Arvon."

Stan Barstow:
disliked reading scripts,
'Preferred to talk
generally about writing,
instinctively hitting the
right level. He had
limited patience with
the hobbyists'

In the pub, at night, I have a brief chat with Stan and Julian. They are very different men. Mitchell, an ex-Oxford, articulate, confident, a successful TV scriptwriter, at home in the London media world. Barstow, everything one expects of a Northern writer. Mitchell approaches his task by conducting tutorials, conscientiously reading students' work and making detailed suggestions for improvement. Barstow likes to read—"You can see it in his face when they hand him a script," says Julian, and prefers to talk generally about writing, which he does better than Mitchell or I ever could, instinctively hitting the right level where we would confuse the issue with too many literary references.

Both men have reservations about writing courses. Both are finding their reservations no defence against the growing emotional involvement of people on the course. As Bill

Lloyd said: "One of the things is to make the tutors aware that it's a serious business. Very often, at the end of the week, the tutors are exhausted. Once you get 15 people, it's a hell of a job to keep them going: the more you feed them, the hungrier they get."

Tuesday
The most important day of the course. The day heads are down, work gets written. There are those who never will write; a couple of housewives who are clearly coursegoers, regular attenders; they come not for the content but the company. They gather in the kitchen and cluck over cooking. "They want to do the cooking," Adrian says.

One thing I hadn't expected is the degree of emotion the course is releasing. I should have expected it. These are all people who, by and large, will never write professionally, only for fun. The value of the course to them is not in the writing, but in the company. It is a heady experience and everyone gets swept up in their new-found confidence. Lawrence put his finger on it when he said this country produced intellectually educated people, but show him a man who is emotionally educated.

And yet. And yet. Is this the point? I want to see a proper professional training for writers in this country along the lines of music schools for musicians and drama schools for actors. I want to see it, not because I think you can teach writing, but because I know you have to learn it, and because this kind of educational encouragement is one of the few practical things you can do to improve the status and scope of writing as an art. Arvon is not this. Too much like an exciting night school, attracting mainly the keen amateur.

But there is more. Hughes is organizing a national competition for schoolchildren, based on Arvon, with the prize an apprenticeship arrangement between the winners and top writers. Hughes's target is the 16 to 17-year-old school leaver. Fair enough. But I want to see something done to put creative writing squarely in the universities, where it doesn't belong.

Punny how we cling to clichés about writing that we've abandoned for all the other arts. "Writers are born, not made." "If you want to write, you'll write. No one can teach you." Talent is nothing to do with education. We spend talking time at Arvon forcing these old chestnuts.

Meanwhile I've a strange status on this course. I've become almost a second-string tutor, someone the others grab when they can't get Julian or Stan. A mild, rather introverted, undergraduate is especially interested in me—what are the chances of this being some journalism while at college? To others, I interpret Stan and Julian's pronouncements, and even introduce students who haven't met yet. Memo to Bill Lloyd: I suspect there's a place on every course for someone like me, a half-way house person, professional enough to get to know everyone, while they are busy trying to get to know themselves.

Stan has found a writer, Jim, unemployed, ex-psychiatric nurse, aged 18 or 19, from Wallasey, where he lives with his parents. A Northern lad torn between "a female" and the wider world. Start to Jim in the kitchen. "Don't give in to the other side. But don't let your own side grab you by the balls." By the other side Stan means the media London, the Northern publishing, your own side, the Northern publishing, a man's a man and that's that approach.

With the possible exception of a very shy teenager, I never get to know Jim. He is the potential professional among us. Interesting that Stan sees this and goes for him. I sense Stan has limited patience with the hobbyists. Julian, on the other hand, has time and encouragement for all

even the most hopeless. And they all report to his tactful injection of the creative tutorial into their lives. This afternoon saw him strolling up and down the lawn with one of his charges, hands clasped behind his back, the peripatetic tutor.

Wednesday
With two days of the course to run, I have to dash back to London and Julian gives me a lift to the station and we discuss what Stan told me last night in the pub: "I've never done a course where I felt such a sense of responsibility."

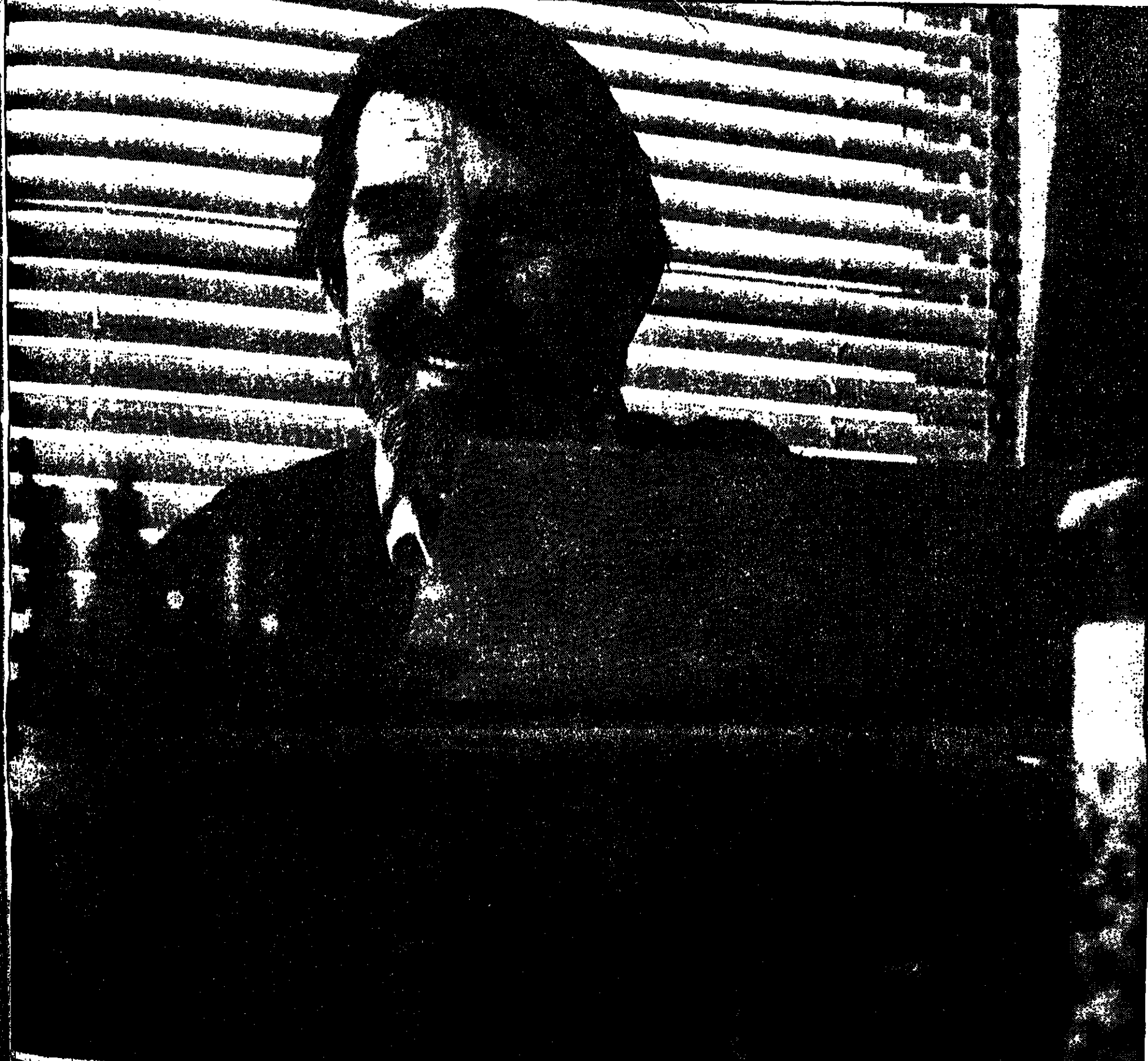
Julian Mitchell:
'articulate, confident,
at home in
the London media world,
but with time
and encouragement
for all, even the
most hopeless'

Julian too is impressed by the simple work getting done: "I brought a book with me, but I haven't had a minute to read it," he says.

Bill has given me some last-minute news on Arvon. 10 courses a year at two centres. Arvon costs £58,000 a year to run and includes £8,000 from the Arts Council and the tutors (they get £80 each for a week and £24,000 from course fees, about 50% of which comes from L.A.s sending students or college parties. If you go at all, it will cost you £20 all-in for the five days).

The statistics spill over into the next page. As David Pease, Arvon's national director, puts it: "For years and years we've spent money on writing has been the ugly side of Arts Council spending—partly because they didn't know what to spend it on, partly because of people like us putting in applications, they're starting to take it seriously." Pease is amazed at the results in terms of grants, etc. In recession, it is the last thing he expected. The question? "People are simply fascinated by the project."

Back in London, I work for a few days then go to dinner with a friend and then go to the "Cauldron" for National Association of Writers. A few months ago he submitted a new play to the National Association of Writers. The course included a small amount of creative work. The CNA said: "Students can't write." Education authorities and individuals interested in Arvon courses should contact Bill Lloyd, Arvon Foundation, Lumb Bank, Hebden Bridge, or George Tardiff, Foundation, Tordleigh Barton, Bawtry, Derbyshire, Devon (Black Tarrington).



Below left: Lumb Bank, the community arts centre at Hebden Bridge in Yorkshire. Above right: Julian Mitchell.

Sharing a vision

Peter Hebblethwaite on the aims of French philosophy

There exists somewhere the script of a radio discussion between a youthful Freddie Ayer and Emmanuel Mounier, founder and editor of the review *Esprit*. The date was 1946 and they were invited to discuss the state of philosophy in their respective countries. "What," Mounier enquired, "do the *jeunes* in England expect of philosophy?" Ayer replied that they did not expect anything of philosophy, and indeed on the whole did not recognize the existence of philosophical questions. Mounier was deeply shocked. What could British *jeunes* live on the meaning of love, commitment and existence? How could they organize their lives coherently? How could they develop a world-vision? Ayer answered that philosophy in England did not have such extravagant ambitions.

The difference between the French approach to philosophy and that found here remains. It has been abundantly documented in volume IX of Professor Frederick Copleston's massive *A History of Philosophy* which is entirely devoted to French philosophy between the Revolution and the present. It is a difference not merely of content, but even more of method, style and intentions. Consider, for example, Bergson. His "high-

flown and rhapsodic style", says Professor Copleston, have meant that he has been taken for a poet or a mystic rather than a serious philosopher. But, far-minded as ever, he adds that Bergson should not be blamed for failing to do what he never aspired to do. He was pursuing different goals from those of the analytic philosopher. How are we to explain these differences?

Taine was one French philosopher who attempted an explanation. In *Le positivisme anglais* he informs his compatriots that for the English empiricists the world is nothing more than a collection of facts, and that if there are relations between them, they are purely contingent. John Stuart Mill, on this account, represents the culmination of a line of thought which began with Francis Bacon; and Mill, by confining himself to experience and its immediate data, "described the English mind while believing that he was describing the human mind".

However, Taine had not yet finished. If the English saw the world as a succession of fragmented data, the Germans aimed at an impossible vision of the whole, neglected the limitations of the human mind, and tried to reconstruct the world of experience by means of pure thought. If the English

don't try hard enough, the Germans try too hard. Thus Taine makes room for a synthesis, to be effected by Frenchmen, between English empiricism and German metaphysics, which would combine the attention to detail of the one with the grandeur and sweep of the other. The French vocation—and how easily even the most unbelieving Frenchmen use this idea—was to correct the errors of their neighbours and "to express them in a style which everyone understands and thus to make of them the universal mind".

But an examination of what French philosophers actually did does not suggest that they were spokesmen of the universal spirit. Their concept of philosophical activity is strange to those differently educated. So Brunschvicg held that "philosophy is... intellectual activity becoming conscious of itself. It is the integral study of integral knowledge". Brunschvicg owed more to German idealism than to English empiricism. Few have heard of Alfred Fouillé, yet he left his mark on the French language with the concept of *idée-force*. Professor Copleston explains what this means: "Every idea is a tendency to action or the beginning of an action. It tends to self-realization and is thus a cause." Or take Poincaré's grandiose who believed that "consciousness was simply a luminous point in the great obscure sphere of life" and even more curiously, that "life is fecundity". The minor figures tended to be the major teachers, and a good deal of French philosophy is a search for the striking metaphor or the "good formulation".

The style of teaching evidently determines the expectations of philosophy. We have, for example, some of the essays Simone Weil wrote when she was a student of Alain at the Collège de France. She was set to write about such themes as "the role of the imagination in perception" or "the relationship of the good and the beautiful". Alain's commendable remarks in the margin said "très beau" or "belle formule". He was looking for the vivid phrase which seemed to open up an insight, and this brings the

study of philosophy closer to literature. Alain and Simone Weil formed a link in the chain of tradition, for Simone herself went on to teach in various *lycées* before abandoning teaching for the factory floor.

The fact that philosophy is taught in *lycées* is the crucial difference. It has three principal effects. It means that there are many more professional teachers of philosophy in France than can be found in England. They read and discuss the latest books. They are not exclusively confined to universities. Secondly, they tend to have a strong sense of their "midwife" or "awakening" role as teachers. Alain was typical once more: one cannot teach philosophy as a set of conclusions, one can only lead students to philosophise themselves. They learn from the classical masters of philosophy, but at some stage they must begin to evolve their own personal synthesis. So the third effect of the teaching of philosophy in the *lycée* is to create a wider public familiar with philosophical vocabulary and categories. This can be seen in literary or film criticism, and in politics.

Thus "sensibilised" (as they would say), the French have higher expectations of philosophy than are usually entertained in Britain. It is true, as Jean-François Rest has pointed out in *Pourquoi des philosophes?* that the sales of particular philosophical books tend to slump dramatically once their authors cease to sit on examination boards—which suggests that the desire to read them is not entirely disinterested. But it is also true that one sometimes has to explain the success of a French philosopher by noting that he fulfils a "felt need". Professor Copleston uses this idea when speaking of Bergson who once enjoyed an enormous vogue. It became fashionable to attend his lectures at the Collège de France. Bergson's impressionistic reliance on intuition and love of proliferating metaphor could all be overlooked because "it did not seem to be a philosophy of action but rather the expression of an outlook for the future".

The same remarks can be made about Teilhard de Chardin whose world-vision, Copleston observes, may appear "at best as elevating and hope-inspiring poetry and at worst as a large-scale confidence-trick". Teilhard fulfilled a "felt need", and Copleston concedes that the splendour of his vision can make pedestrian objections seem "irrelevant and pedantic". These examples illustrate the different French attitude to philosophy in France. It aims to provide an intelligible picture of the world. It articulates, interprets and synthesizes experience. It sets out to share a vision. It is not a claim usually made by English philosophers who indeed would be attempting to share with their pupils or readers something so vague or all-encompassing as a "vision". The French approach to philosophy is once more closer to literature. That is why they move so easily between genres. Science undeniably a philosopher (in the French sense) and a man of letters. There are no clear lines of demarcation, no taboos.

Taine was nearly right. While English philosophy prefers the "unending task" of preliminary analysis of the terms one might permissibly use, French philosophy forges boldly ahead. It cannot be accused of not being exciting. One should not, of course, give the impression that French philosophy is all of a piece. The most advanced, refined and advanced again. Every *ism* has had its day.

Yet French philosophers have been engaged in a perpetual conversation with each other. It is notorious how very new professor Bergson is of being influenced by him. This conversation has been going on for a long time, and it is continually nourished and reanimated by the teaching of philosophy in the *lycée*. It leaves the outsider feeling rather bewildered, as though he had joined a conversation a conversation pauses to define a word or to explain an allusion. And this cultural conversation is as unbreakable and recognizable as French cuisine. In view of the almighty frequently made by French philosophy to universal validity, it may seem rather disappointing to reduce it to an important cultural fact yet its total impact leaves one with no other option.

**Maine de Biran to Simone de Beauvoir*. Copleston. Search Press £7.00. 0 8532 341 2.

The Challenge of the Primitives. By Robin Clarke and Geoffrey Hindley. Cope 14.95. 0 224 01141 3.

Before this century, books with titles like *Are We Civilized?* set out to challenge the optimistic assumptions of nineteenth century theories of social evolution by comparing the troubled state of modern society with anthropologists' accounts of primitive cultures. They generally concluded that civilization was not all it was cracked up to be but that the way ahead lay in such things as the humane use of technology and more international co-operation. Ultimately civilization did have the potential to fulfill the long-cherished promise of progress and transcend both primitive savagery and modern barbarism.

Only recently have the findings of anthropologists been used to suggest the superiority of the social organization and modes of thought of non-western societies. While the idea of a return to the primitive is much older than the creed of progressivism, as old as the myths of Eden or the Golden Age, and the analogous relation of urban man to his country cousins, as represented in the pastoral genre in western literature, has long been a locus for the expression of these civilized discontented, the use of existing, documented societies as the ideal type of social organization is not really part of this tradition. Rousseau particularly, whose *Noble Savage* gave the impetus to Romantic primitivism, makes no identification of this kind and nineteenth-century travellers' tales are more concerned with the exotic and picturesque than the ideal.

The authors of *The Challenge of the Primitives* situate themselves in a tradition of social concern rather than one of literary representation. They have a simple idea, "that Western man is lost in a search for happiness and may begin to find his way again only if he is prepared to look into the world of the primitive". They characterize the primitive as a society as an essentially conservative mode of organization, maintaining a social equilibrium integrated with its natural environment. In contrast to the alarmingly unstable expansionism of the western urban industrial state they argue that only the redemptive of the ballets and values of primitive can save civilization from destruction. They rightly put forward the fruits of anthropological research as a more valuable guide to human possibility than the "mental psychology" or "ethology" of the resumé of the literature is. The primitive and the consequent idea of the primitive distorts the sources and weakens their

may be that hunters and gatherers are "the original model society", fulfilling their needs in a fifteen-hour working day. Though this linear representation of time betrays an unconscious ethnocentrism, and it may be that small-scale societies are more integrated and more secure than our more complex societies, the authors' value-judgements, though they appear to us to be unacceptable evils and "irrational" at the primitive conditions, are the inevitable result of the prevalence of nature, and such as these do no

justice to the diversity of "primitive" cultures, despite the authors' animadversions on the richness and variety of primitive life and the "polyphony of social structures". Their reference to the Tiv (of Nigeria), for instance, as "neighbours" of the Nuer of the Sudan suggests some lack of regard for the precision and specificity which is one of the best features of modern social anthropology. Their shifting definition of "primitive", which expands from hunters and gatherers to cover virtually the whole range of non-western societies, creates a picture which is a composite of the best features of many different cultures. Naturally this produces a perfect profile, but it is bland and unreal, devoid of the idiosyncrasies and imperfections of a real society.

It would be unfair to judge this book by purely anthropological criteria. The authors are not attempting to make authoritative statements about the nature of primitive society, but to raid the store of other cultures in order to suggest possible models for changing our own. Their homogenization of the primitive constructs a kind of myth of a good society from fragments of the vanishing world and one might argue that there is no harm in the idealization of cultures that are in most cases doomed to destruction or radical transformation. But the idea that almost any other society is better than our own is a foolish liberalism: at one point the authors commend Kanaka chauvinism in these terms: "any autonomous culture worthy of the name tends to look on alien cultures with a kind of pitying wonder that there are men who can be so silly". But in our case it is the "arrogant and negative stance of ethnocentrism". And yet it is Westerners who have gathered the information about these other cultures: only western society has produced anthropologists. Perhaps it is the only one that needs them; perhaps the societies to which we have given the kiss of death will show us how to save ourselves.

Yet there is a paradox in this very knowledge: "living in a society which has been stripped of its great myths", write Clarke and Hindley, "we are well placed to decide which is better. There are many voices today suggesting that its lack of myth lies at the root of society's sickness. There is a sense in which this very awareness precludes a return to the old mythology: the authors' approach to belief systems itself depends on a relativistic outlook which makes simple belief impossible. Here lies the greatest problem facing Western man", they write. "His very survival may depend on at least a partial rejection of that system of logical and rational thought which has held sway ever since the seveneenth century"—and which, one may add, has given us the anthropological knowledge deployed in this book. Although the authors are aware of this difficulty, they give us little idea how we can overcome it and incorporate an awareness of other societies into a restructuring of our own. Despite the tone of earnest pragmatism, there is an impracticality about *The Challenge of the Primitives* which makes it little more than a *Whole Earth Catalogue* of cultures. Indeed, the authors' ultimately claim is, all the others ultimately claim: their work to be: "A handbook of alternatives, aiming 'to suggest some ways in which denatured industrial man might at last begin to trek back to social humanity'. They may have pointed the direction but we have yet to find a path.

Hunters and gatherers

John R. Ryle on the appeal of primitive cultures



Nuer tribesmen at Duk Fadiat, Upper Nile, South Sudan. A chief addresses his warriors.

YEATS: PLAYWRIGHT AND ROSICRUCIAN

Maurice Hennessy

Yeats's Golden Dawn. By George Mills Harper. Macmillan £7.00. 333 15030 9.
The Cuchulain Plays of W. B. Yeats. By Reg Skene. Macmillan £5.95. 333 16604 3.

The average student at almost any post-primary level is taught that Yeats is outstanding because of his poetic ability. Due almost entirely to his projection as an Irish literary figure, most students are aware of such sentimental poems as "The Lake Isle of Innisfree", "The Ballad of Father Gilligan", and "A Prayer for my Daughter". Some of the more senior ones may even be familiar with "Journey to Byzantium". But there was much more to Yeats than his love for Maude Gonne, his lost love, and his addiction to "the moth hour of evening"; for reasons largely religious much of his activity with theosophy and the occult was not emphasized extensively by his Irish biographers.

Two new books, one by an American and the other by a Canadian, surround the poet with a new aura and explore his attributed talents far beyond those which are part of the average poetry book concept. Both authors see Yeats, not only as a considerable playwright, but also as one of the foremost mystical philosophers of his time. Admittedly his native Ireland has not high tribute to his theatrical ability and even produced his plays at her national theatre, the Abbey. However, his native land has been distinctly silent on his Rosicrucian activities.

George Mills Harper, Professor of English at Florida State University, bases his book on unpublished manuscripts from the W. B. Yeats Library but expands his work with an epilogue and numerous appendices containing copies of many original letters and documents. This book is of particular importance for, although after many annual sessions the Yeats School in Sligo, Ireland, has stripped the poet of his literary richness and left only the very bare skeleton, its treatment of Yeats as the student of the occult, the catalyst in a series of serious mystical arguments and even as a clairvoyant, has, for obvious reasons,

been soft-pedalled. Documents in Mr Harper's book show that Yeats presided at a meeting which formed the Hermetic Society in London in June 1885. The author makes it quite clear to us that the poet's avowed philosophy was that of an esoteric Christian; his beliefs were to a great extent based on occult and theosophy. In fact, Yeats would, if he propounded his beliefs today, be very much an "in" figure.

Mr Harper reveals in detail and with clarity Yeats's internal quarrel with his colleagues of the occult and particularly with those in the Second Order of the Golden Dawn. According to Yeats himself, this quarrel was, apparently, "the worst part of his life". In fact, as a result of this period in his life, Yeats sought refuge in the personal consolation that "poetry is magic, but the poet is not a magician in the tradition of Mathers and Crowley".

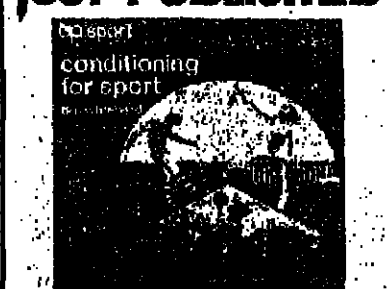
Mr Skene, Director of Theatre and Associate Professor of English at the University of Winnipeg, devotes his book to Yeats's five Cuchulain plays and relates their structure and sequence to the poet's personal life. This book is an excellent complement to Mr Harper's since it confirms, by biographical reference the documentary richness revealed by the latter. Mr Skene highlights Yeats's rosicrucian beliefs as well as his emotional disappointments. Through the Irish mystical figure, Cuchulain, Yeats endeavoured to strengthen and to promulgate Irish mythology as a separate but powerful entity in the cultural world. But he attempted something else also which has, never, been fully examined by his fellow Irish literary critics: he endeavoured to prove that his investigation of the occult and his own personal experimentation in clairvoyance ("I being the mesmerist") were a hindrance rather to Christianity nor Irish nationalism. As far as the latter was concerned, he did not succeed, for, Ireland's great 1916 hero, Padraig Pearse, would, according to Skene, have referred to Yeats as "Neo Pagan". However, Yeats persisted in his efforts to establish an Irish Mystical Order. It is questionable, unfortunately, in modern Ireland whether this aspect of the poet's efforts

would warrant either enthusiasm or esteem. Both authors have written very sophisticated works but are ever simple in their consciousness of the emotional realism of Yeats's love for Maude Gonne and its effect on his whole life. Mr Skene, quoting the poet, says: "Once she was married there was nothing to look forward to."

Mr Skene tends to pontificate about his own particular discipline. Summarizing Yeats as a playwright he says: "All evidence seems to point to the fact that as a practical theatre worker he was innovative, pragmatic, and highly skilled." Certainly he is not very familiar with the views of many modern Irish literary critics, many of whom firmly believe that as a poet Yeats was outstanding but that he should have had enough sense to leave the theatre alone.

In contrast, Professor Harper puts the onus of most decisions about Yeats on his readers.

JUST PUBLISHED



All sportsmen and women, no matter what their sport or competition level, need to become fit and stay fit if they are to achieve success. There are many different methods of training and conditioning, some related to specific sports, others of more general use. Research findings related to fitness improvement are not always passed on to coaches, trainers, sportsmen and women in a form that enables them to structure their training programmes. This book, written by Dr. Nick Whitfield, Physical Education Lecturer at Carnegie College, Leeds and an A.A.A. staff coach, does just that and outlines the essential methods of conditioning relating to all sports for men and women.

It also includes muscular endurance, strength and running schedules and the book is illustrated with 100 photographs of international and top class sports athletes in action during training periods. Price £2.95. SP Publishing Limited, East Angles, Wakerfield, West Yorkshire WF3 2JH.



Illustration by Michael Travers

3456789

CITY OF SHEFFIELD

EDUCATION DEPARTMENT

CHIEF EDUCATION
WELFARE OFFICER

£4,689-£5,750

The Authority, which is committed to implementing the recommendations of the Rafter Report, wishes to appoint to this post a person who has some or all of the following:

- (1) Experience of effective management at senior level in education welfare or other form of social service.
- (2) Relevant management training.
- (3) Training in education welfare or social work.
- (4) A commitment to develop the education welfare service as a social work service within an educational setting.

The job entails the day to day operational management of the service, the development of policy for the service in conjunction with the Chief Assistant (Education Welfare), and senior staff of school, Education and Family and Community Services Departments and other agencies.

A considerable investment has been made and will continue in the training of all levels of staff within the service.

Further details and application forms from the Chief Education Officer (Education Welfare), Education Department, Leopold Street, Sheffield S1 1RA, to whom completed applications should be returned within 14 days of the appearance of this advertisement.

Fix informal discussion about the post please contact Brian Craig, Sheffield (0472) 26341, Ext. 303.

Arts Committee Administrator
and Arts Officer

£4,620-£4,926

A Borough Arts Committee is to be established and we need someone with the ability to stimulate interest and participation by the public in arts and cultural activities. Duties include serving the Arts Committee, correlation of cultural activities with Libraries' Officers and other organizations and providing advice and assistance to voluntary arts, cultural and other associations.

A degree or equivalent qualification in a varied or related arts subject, together with some local government experience is desirable.



Full details and application form from Head of Management Services, Town Hall, Patriot Square, London, E2 6LN or telephone 081 0077 (24 hours answering service). Please quote ref. 5/22. Closing date 22nd August, 1975.

MANCHESTER EDUCATION COMMITTEE
CAREERS SERVICE

CAREERS OFFICERS

are required to fill one post as Information Officer in the Central Careers Office and two posts as basic grade officers in the southern part of the City.

The Information Officer (E84) will have a small interviewing caseload and responsibility for the careers library, information sheets, visual and audio aids, and publicity. There is scope for development for a keen and imaginative person. Salary scale: £2,922-£3,382.

The other officers (E83) will have a normal caseload and be based in southern District Offices. Salary scale: £2,127-£3,292. Qualifies careers officers start at £2,922.

Applications are invited from qualified and/or experienced careers officers. Candidates completing full-time VETIS diploma courses at the end of the year will also be considered.

Equal pay user allowance and help with removal expenses.

Application forms and further particulars from The Chief Education Officer (Staff Office E84/85), Education Offices, Crown Square, Manchester M60 3SB. Closing date 29th August 1975.

SOUTHERN ELECTRICITY

PRINCIPAL ASSISTANT
(EDUCATION AND TRAINING)

Head Office

The salary will be within the range: £3,505 to £4,805 per annum.

The Board are looking for a professional who can make a contribution to the development of training aids and schemes of training, can lecture to and instruct any level of staff, who has thorough knowledge of the principles and practice of modern industrial training and the structure of courses in further and higher education; and who possesses good communication and administrative ability. Candidates should preferably have field experience in industrial training and/or appropriate allied technical college work.

The possession of an appropriate degree and/or professional qualification would be an advantage.

Applications stating details of age, qualifications and experience should be addressed to the Secretary, Southern Electricity Board, Head Office, Littlewick Green, Maidenshead, SL6 3GB, quoting HO.381 by not later than August 29, 1975.

ADMINISTRATION
Local Education Authority continuedLANCASHIRE
EDUCATION COMMITTEE

CAREERS SERVICE

APPOINTMENT OFFICER

LANCASHIRE

Salary: £2,127-£3,292

Applications are invited for the above post which will be for approximately one year commencing in September 1975.

A candidate should possess a degree, a Diploma of the Youth Employment Service, Training Award, a Diploma in Vocational Guidance or equivalent qualification.

Further details and application forms from the Chief Education Officer, P.O. Box 51, County Hall, Preston, PR1 2AB, to whom completed applications should be returned by 22nd August 1975.

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£3,292 to £5,205 (plus threshold payment of £2,000 per annum) plus entry depending on experience and qualifications. Salary award pending. Optimal superannuation scheme.

Closing date for applications: Monday, September 15th. For further particulars and an application form, write to the Administrator, Office of the National Children's Bureau, 8 Wakefield Street, London E1V 7QS.

Child Care

BARNET

(London Borough of)
EDUCATION DEPARTMENT
SVAWLANDS BOYS SCHOOL
Penshurst, Kent

PRINCIPAL CHILDREN'S SUPERVISORS wanted: one or two single persons, required to be analytic for the welfare of a small group of boys out of school hours. Interesting work, offered at residential school for educationally sub-normal, underprivileged boys. Opportunities to develop own initiative within a forward-looking community. School holidays, pensionable post, good accommodation.

Salary scale: £1,751 to £2,922 per annum plus £171 for approved qualifications. Details of £172 per annum (£242 for with relevant experience) in respect of board and lodging. Commencing salary according to age and experience.

Application form from Director of Education, Town Hall, 111, Abchurch Lane, London EC4N 3JF, to whom completed applications should be returned by 22nd August 1975.

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ESSEX COUNTY COUNCIL
EDUCATION DEPARTMENT

THURROCK AREA EDUCATION OFFICE

Senior
Administrative
Officer

S.O.1 £4,239-£4,545

To be in charge of the Schools Section. Work connected with schools, further and community education. Duties include attendance at meetings of school managing and governing bodies including some evening meetings.

Ability to drive essential.

Generous resettlement allowances.

Application forms and further particulars from the County Education Officer (G), P.O. Box 47, Thredneed House, Market Road, Chelmsford CM1 1LD, to be returned within two weeks of the appearance of this advertisement.

British Museum
Head Of The
Educational Service
£7,560-£9,160

The broad aim of the Head of the Educational Service will be to enable adults and older children to benefit from an organised approach to, and interpretation of, the objects in the collections. To achieve this, the successful candidate will need considerable innovative skills and should ideally have flexibility of approach, a sensitivity to artefacts, and some interest in archaeology.

The Service is well furnished with the necessary equipment and facilities, and direct lectures can be supplemented by various techniques such as the use of publications. One of the special responsibilities of the post will be the planning and initiation of suitable material.

For further details and an application form (to be returned by 8 September 1975) write to Civil Service Commission, Alencon Link, Basingstoke, Hants. RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours) or London 01-839 1992 (24 hours answering service). Please quote CI/9063/3

ACCOUNTANCY
LECTURERS

London Aged under 30 £4,500-£9,000

Our clients are one of the leading Accountancy Tutors with a remarkable growth record over the last 10 years. Planned expansion has created the need for additional young Lecturers in the following key areas:

- *Taxation
- *Management Accounting
- *Auditing
- *Financial Accounting

Applicants must possess a strong theoretical knowledge coupled with a broad understanding of their subjects - based on sound practical experience. They will be expected to develop, improve and up-date their lecture material, and personally contribute towards the increased effectiveness of courses. Personal qualities are all-important and should include sufficient positive personality, charisma and humour to deal with students on a lecture and tutorial basis. Previous lecturing experience is not necessary as training will be given.

Salary will be negotiable between £4,500 and £9,000 according to experience, personal qualities and qualifications. Benefits include assistance with re-location, interest free loans and free lunches, four weeks holiday and a

